DOCUMENT RESUME

ED 032 494 AC 005 411

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The Role of Colleges of Advanced Education in Australian Adult Education. Monograph, No. 1.

Austrialian Association of Adult Education, Melbourne.

Pub Date 69

Note-60p.; Based on papers at the National Conference on Adult Education, University of New England, Armidale, Australia, August 1968

EDRS Price MF-$0.50 HC-$3.10

Descriptors-*Adult Education, Agricultural Education, College Planning, *Colleges, Educational Needs, General Education, *Postsecondary Education, Professional Training, Program Proposals, *Role Perception, Technical Education, Technical Institutes, *Vocational Education

Identifiers-*Australia, Martin Report

Existing official and unofficial colleges of advanced education (CAE) including numerous technical, paramedical, and agricultural colleges in Victoria, a few institutions in New South Wales, and other schools and institutes in Queensland, South Australia, and Western Australia, are described; and plans for future colleges or the upgrading of existing institutions, are noted. Next, in a background paper and commentary, are somewhat divergent opinions on such questions as the balance between vocational and general education in CAEs and overlapping between CAEs and university extension. Evaluating both the background paper and the commentary, Section three stresses the view that a broad, extensive program at the subuniversity academic level has an important place in Australian adult education and that CAEs would be well fitted to the task. Detailed comments from six administrators and other educators also appear. (ly)

EDO 32494

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THE ROLE OF COLLEGES OF ADVANCED EDUCATION IN AUSTRALIAN ADULT EDUCATION

AC005411

OTHER PUBLICATIONS OF THE ASSOCIATION:

Handbook of Australian Adult Education

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Proceedings of Annual Conferences

Australian Journal of Adult Education

The Role of Colleges of Advanced Education in Australian Adult Education

Papers arising from Syndicate Discussions at the National Conference on Adult Education arranged by the Australian Association of Adult Education at the University of New England, Armidale, August, 1968.

Edited by D. W. Crowley.

Monograph No. 1
The Australian Association of Adult Education

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Foreword

There is increasing realisation among those who have given thought to the question that education is not education unless it is continuous with life, and that the formal schooling, which we get in our youth, will have failed in its principal purpose if it does not equip us for "the real education" which, in the words of Dewey, "does not come until after we have left school".

It is beginning to drawn on us, that as our Australian society grows in complexity, as we become more highly industrialised and as we approach the problems associated with an era of automation, we must, if we are to remain a healthy and viable society, invest a vastly increased proportion of our resources in the provision of education for adults. There is a certain inevitability about this. It is inevitable, also, that an increasing number of our institutions — including some which are not formally in the business of education — will have to face up to vastly increased responsibilities for the education of adults. None of our institutions of tertiary education, including our Colleges of Advanced Education, will be able to escape this obligation, and it is to be hoped that none would wish to escape it. But the danger is that we may be grossly unprepared to meet it.

The present publication is based on a paper submitted by Dr. Crowley to the Annual Conference of the Australian Association of Adult Education, held in August, 1968, and the discussion to which it gave rise. The great merit of Dr. Crowley's work is that, by raising issues which seem basic to adult education, and inviting those responsible for both adult education and the Colleges of Advanced Education to deal with them, he has helped to make us aware of the nature of the task for which we must prepare.

A. J. A. NELSON

Chairman
Australian Association of Adult Education
24th February, 1969.

Explanatory Preface

The documents presented here arise from syndicate discussions on the role of Colleges of Advanced Education in Australian Education subjects which were held at the 1968 National Conference of the Australian Association of Adult Education at the University of New England, Armidale, New South Wales.

Since the creation of the Colleges of Advanced Education was decided upon, Australian adult educators have been concerned that some careful thought should be given to the role these colleges might play in Australian adult education. I was asked by the Executive of the Association to arrange for this topic to be discussed by one of the syndicates that were to meet at the Conference: these papers are the result.

It will perhaps be advisable at the outset to give some explanation of the sense in which the term "adult education" is used in this monograph. It is employed in the broad sense, now generally accepted, in which it embraces the provision of facilities for adults to enable them to meet all their needs for education — their needs, that is, to add to, broaden or refresh their knowledge for personal, social, civic or vocational purposes or to pursue their intellectual interests. Before 1939 the term was generally restricted in British countries to non-vocational education for adults — "liberal adult education" — provided by universities; but since then it has come to be much more broadly used. In Australia, for example, courses provided for adults by the state education departments are either, as in South Australia and Western Australia, specifically described, or, as in New South Wales, generally recognised as falling within the field of adult education.

When the term is used in this broad sense, it becomes apparent that the participation of a number of agencies is needed if the field is to be fully covered. The universities may, through their Departments of Adult Education or Extension, meet many of the needs; others are more appropriately met by the school systems, technical colleges, departments of agricultural extension, voluntary bodies and other agencies. Although a large number of agencies are actively engaged in the field in some of the States, it is an unfortunate fact that even in the better-equipped States the provisions lag far behind what is required. It is urged in this monograph that there are many important adult education needs, mainly on the vocational side, that could best be provided for — and in a most economical

manner — by the Colleges of Advanced Education. Some of these needs are particularly important in the rapidly evolving society in which we live, where men and women are having to adjust repeatedly to dramatic technological and social change.

Australian adult educators feel they are in a position to offer useful advice on the question of the possible role of the Colleges of Advanced Education in adult education to the many persons who will be concerned with the planning, creation and development of these colleges. There are a number of the characteristics of adult education which make it notably different from other sections of the educational services; for this reason we feel that persons familiar with other educational fields are in danger of overlooking various important considerations when planning the provision of adult education facilities. Most of these considerations arise from the fact that the adult educator must be concerned with the promotion of his activities as well as their presentation. Since he must devise them in such a form as will make them accessible, profitable and attractive to the groups of students he has in mind, the two aspects are intertwined. And this fact, we believe, has important consequences for the organisational structure that is necessary for the effective provision of adult education.

I believe this contention is borne out in the pages that follow.

The papers are divided into four sections. *Section One*, written for the benefit of those who are not familiar with the current stage of the development of the colleges of advanced education in the various Australian states, is a brief description of the colleges so far established and the plans announced for future colleges. *Section Two* consists of a collation of a document entitled "Some Preliminary Thinking . . ." with the eventual Syndicate Report. The paper referred to was written by me as the central document for discussion by the syndicate group at the National Adult Education Conference. It was circulated in draft to the staff of the Department of Adult Education at the University of Sydney and revised in the light of their comments and criticisms. I am grateful to them for this help.

The paper was then circulated for comment to a number of persons concerned with the colleges of advanced education in the various states. Copies of all the comments received were supplied to the members of the syndicate at the Conference and the various points made were considered during the syndicate discussions. The letters containing these comments are included in this monograph

as *Section Four*.[1] I am very grateful to the authors of the comments for their permission to publish them in this monograph.

As has been mentioned, *Section Two* also incorporates the report produced by the syndicate at the Conference. A draft of this report was prepared by the syndicate reporter, Mr. Peter Tyler (some sections being written with my assistance) and presented at the last meeting of the syndicate where it was amended to some extent and finally adopted. The report was written in the form of comments on the successive paragraphs of the discussion paper; and it seems most convenient to reproduce it here by placing each of the comments alongside the paragraph to which it refers. The original discussion paper and the syndicate report have been integrated in this way to make up *Section Two*.

The syndicate met for six hours altogether over two and a half days, and this did not of course give enough time for adequate discussion of all the points raised. Nor could the report, which had to be brief because of the conditions under which it was produced, do full justice to the discussion, though it was unanimously adopted as a fair summary of the syndicate's views. I have therefore written a further paper, included as *Section Three*, which elaborates some of what seem to me the important points and introduces some further material. Although, in writing this, I have made use of Mr. Tyler's original notes of the syndicate discussion, I must of course take full responsibility for it: except where this is otherwise indicated, the views expressed in this section are my own.

Section Four has already been described.

Earlier in this foreword I mentioned one reason why Australian adult educators thought they should give attention to the question of the adult education potentialities of the colleges of advanced education and make their considered views publicly known: their belief tnat educators who are not familiar with adult education frequently overlook certain espects of the problem of providing adult education effectively. I shall close with another reason. Adult educators are aware of the tremendous possibilities for the expansion of adult education in the community and the extreme inadequacy of the present facilities. All around the world, adult education agencies are almost invariably attached to other educational institutions; and the greater part of their teaching is done by part-time staff whose main employment is with other educational institutions.

[1] A minor error in my original paper, reproduced, as explained above, as Section Two, which was pointed out by some of those who commented — I referred to the "Ministry of Education and Science" instead of "Department of Education and Science" — has been corrected and the reference deleted from the printed letters: otherwise the original paper and letters are reproduced with the same text that was presented at the Conference, except for a few minor stylistic revisions carried out by the authors.

They normally use the lecture rooms, theatres, laboratories, studies and other physical equipment of these institutions. The explanation for this kind of provision is simple. These resources, of teachers and physical facilities, are already in existence for other uses, and in many cases can be readily and economically made available for adult education as well. Though there are very strong arguments for the provision of separate facilities for adults, extensive duplication is not necessary or advisable in most cases, and unlikely in most others.

When adult educators see a new set of educational resources being created within a community, their thoughts turn naturally, therefore, to the possibility of these resources being applied to adult education. The new Australian colleges of advanced education are a very obvious case of new facilities emerging with tremendous potential for such application. Adult educators seek, in these documents, to press the case for their full utilisation to meet a large and growing number of important adult education needs.

MEMBERS OF THE SYNDICATE GROUP

Note: some of the persons included in this list did not attend every meeting of the Syndicate.

Chairman: Dr. D. W. Crowley, *Director, Department of Adult Education, the University of Sydney.*

Secretary: Mr. P. J. Tyler, *Secretary (Metropolitan Region), Workers' Educational Association of N.S.W.*

Mr. M. E. Althaus, *Integration Section, Department of Immigration, Canberra, A.C.T.*

Mr. C. F. Bentley, *General Secretary, Workers' Educational Association of N.S.W.*

Mr. J. Birman, *Deputy Director, Adult Education Board, University of Western Australia.*

Miss E. Carpenter, *Department of University Extension, University of Otago, New Zealand.*

Mr. J. Davies, *Assistant Director, Department of Adult Education, University of Sydney.*

Miss R. F. Erdos, *Head of the School of External Studies, N.S.W. Department of Technical Education.*

Mr. G. Goward, *Northern Regional Officer, Adult Education Board, Tasmania.*

Mr. I. Hanna, *Department of Adult Education, University of Adelaide.*

Mr. A. A. King, *Regional Staff Tutor (Orange), Department of Adult Education, University of Sydney.*

Mr. C. R. Lawton, *Secretary, Department of Adult Education, University of Adelaide.*

Mr. J. B. McCusker, *Secretary, Commonwealth Advisory Committee on Colleges of Advanced Education, Department of Education and Science, Canberra.*

Mr. G. Maddox, *Lecturer, Department of University Extension (Tamworth Office), University of New England.*

Mr. S. R. Morrison, *Director, Department of University Extension, University of Auckland, New Zealand.*

Mr. D. W. Rutherford, *Director, Department of University Extension, University of Otago, New Zealand.*

Mr. R. Smith, *Secretary (Hunter Region), Workers' Educational Association of N.S.W.*

Mrs. D. Stretton, *Council of Adult Education, Victoria.*

Mr. J. L. J. Wilson, *Director, Department of Adult Education, Australian National University, Canberra.*

Mrs. H. R. Young, *Secretary (Illawarra Region), Workers' Educational Association of N.S.W.*

Section One

The Australian Colleges of Advanced Education

A Brief History and Description

In many parts of the English-speaking world a need has been recognised recently for the development of a new kind of institution for tertiary education, to stand alongside the universities and cater for many of the students leaving secondary schools who now proceed to the universities. As industry becomes more advanced technologically, requiring higher levels of training, and a higher measure of expertise also becomes desirable and possible in many non-industrial occupations — in administration and the various para-medical fields, for instance — and at the same time the number of students seeking tertiary education continues to expand very rapidly, the belief has spread that more of these students should receive a different kind of education from that offered at the universities.

Educational institutions intended to meet this need have been created recently in a number of overseas countries similar economically and socially to Australia.

In many parts of the United States there have existed for many years now junior colleges, as part of a diverse array of tertiary educational institutions offering a wide variety of courses at all sorts of levels, which perform this kind of function, more or less effectively. In Canada the Community Colleges are being established, to provide the early years of degree courses as well as a wide range of other courses in subjects not normally taught at universities. In Britain the Colleges of Advanced Technology were established from 1956 onwards, many being developed from institutions, such as Polytechnics, which already offered a highly valued alternative to university education at the tertiary level. New Zealand is in the process of establishing Polytechnics.

In Australia the need for some such form of tertiary education to be created or expanded (according to the situation in the different states) was emphatically expressed in the Report of the Committee on the Future of Tertiary Education, generally known as the Martin Report, in 1965. The term suggested was Tertiary Colleges or Colleges of Advanced Education: the latter has come to be more commonly used.

Though colleges that seemed close to the kind of institution the Committee wanted already existed in some states, particularly in Victoria, and there were technical colleges in others which the Committee suggested should be raised to the new status it envisaged, state governments had not been assisted by Commonwealth Government grants in the financing of these institutions, as they had been on a substantial scale since 1958 for the universities. Adopting the main recommendations of the Report, the Commonwealth Government decided to offer generous subventions to the states for the expansion and development of the kind of college proposed. It established the Commonwealth Advisory Committee on Advanced Education, chaired by Dr. I. W. Wark, to watch over their development and make recommendations about the disbursal of the subventions.

The rest of this Section will describe the position regarding the development of these Colleges in the various states and in the Australian Capital Territory in mid-1968.

One point that emerges quickly is that there is considerable difference of opinion, both within and between states, on the kind of institution these colleges should become. This uncertainty is not peculiar to Australia. In Britain, since as early as 1964, following the success of one of their number in obtaining permission from the government to adopt the title of university and grant degrees, the CATs have rapidly been transforming themselves into universities — to the alarm of many observers. In New Zealand discussion about the kind of institution the Polytechnic should be is still proceeding: the definitive proposals for the Otago Polytechnic have just been published and are sparking some controversy. In the United States the pattern is tremendously varied: it seems to be the general opinion in Australia that the junior college system in particular should not be imitated here. Only in Canada do the authorities seem to have made up their minds fairly clearly and unanimously on the kind of institution they want; but the new Canadian Community College system does not seem to have attracted much attention in Australia.

The Martin Report, which examined the universities in the

course of its general survey of Australian tertiary education, placed heavy stress on the high failure rate in the early years of university courses and suggested that the Colleges of Advanced Education should be "sub-university" in certain senses: they should cater more suitably for the many tertiary students who did not succeed at the universities. The then Commonwealth Minister for Education and Science, Senator J. G. Gorton, seemed to welcome this approach. Since 1965, however, those who did not like the term "sub-university" have carried the day; and the consensus now is that the Colleges of Advanced Education should be different from universities in the kind of education they provide, but equal in status. They should be practical in their approach, as contrasted with the theoretical emphasis of the universities. This still, however, does not provide a very clear answer to the question of just what kind of institutions the colleges should be. As this question is of some importance in any discussion of their possible future role in adult education, it received some prominence in the Syndicate papers; but the Syndicate felt, rightly or wrongly, that this was primarily a question for those responsible for tertiary education policy to settle among themselves, and of secondary relevance to its task. It resisted the temptation to proceed at some length into this interesting topic. Nevertheless the few remarks it did make on the subject may be of some value.

As will be seen from the following survey of the present position in the various states (and also from the elicited comments in Section Four), this disagreement and uncertainty is reflected to some extent in the differing approaches in the different states to the problem of creating or developing systems of Colleges of Advanced Education. In particular, though Victoria has an already well developed system — and the clearest ideas of how it wishes to expand its provision — New South Wales has only a rudimentary system so far, and appears to be still working out its ideas about the form or forms the colleges should take. The other states are generally nearer the adaptive, exploratory position of New South Wales than the confident, well-advanced position of Victoria.

The Colleges of Advanced Education in the Various States: *Victoria*

When the Martin Report was made public, it was widely remarked that it seemed tailor-made for Victoria. While the other states had few institutions that seemed to resemble the colleges of advanced education whose creation or development was urged in the Report, Victoria already had quite a number. Victoria has

therefore been able to accept the Commonwealth grants for such colleges with alacrity, and quickly set up the Institute of Colleges recommended by the Report as the appropriate state-wide body to supervise the colleges. Victoria has since gone ahead rapidly, under the leadership of Dr. Philip Law, the first Vice-President of the Institute, attacking the problems involved in giving the colleges the status envisaged in the Report and endorsed by the Commonwealth Government.

Victoria has 19 institutions officially classified as Colleges of Advanced Education. Nine of these are institutes of technology or technical colleges offering advanced courses (there is also a system of junior technical schools which feed into these institutes or colleges). Five are dispersed on a regional basis within the Melbourne area — the Royal Melbourne Institute of Technology, the Preston Technical College, the Footscray Technical College, the Swinburne Technical College and the Caulfield Technical College. Four are located in other towns — the School of Mines and Industries at Ballarat, the Bendigo Technical College, the Gordon Institute of Technology at Geelong and the Yallourn Technical College. In a more specialised field there is the Emily McPherson College of Domestic Economy. (This college is not affiliated with the Institute of Colleges, nor are the Preston and Yallourn Technical Colleges.)

Another group consists of para-medical colleges. There are five of these: the College of Nursing — a national institution, the Victorian College of Pharmacy, the Occupational Therapy School of Victoria, the Victorian School of Speech Therapy, and the Physiotherapy School of Victoria.

Finally there are four tertiary-level agricultural colleges — the Longerenong Agricultural College, the Dookie Agricultural College, the Burnley Horticultural College and the Victorian School of Forestry, at Creswick.

It is apparent, therefore, that Victoria is already comparatively well equipped with colleges of advanced education.

New South Wales

In contrast, New South Wales was just starting to institute diploma courses in technological fields when the Martin Report was published. Such courses had previously been conducted, very successfully, by the Sydney Technical College. In the 1950s however they had been transferred to the N.S.W. University of Technology, renamed the University of New South Wales in 1958, where they had been developed into degree courses. This left a gap between

the certificate courses provided by the technical colleges and university degree courses which caused serious concern by the early 1960s, until in 1964 the N.S.W. Institute of Technology was created as part of the Sydney Technical College for the purpose of reconstructing diploma courses. Four such courses in engineering have been established and a course in science, while a diploma course in architecture, also controlled by the Institute, is conducted at the East Sydney Technical College.

In the metropolitan area of Sydney, the immediate proposals for the development of tertiary education are for the introduction of diploma courses in civil engineering and building within the Institute, and for the development of an Institute of Business Studies, offering a Diploma in Commerce, which was established in 1967.

Outside the metropolitan area, plans are now well advanced for the Mitchell College of Advanced Education, to be established at Bathurst. A large part of the work of this College will be concerned with the education of trainee teachers. A similar role is envisaged for a second country college which is to be established at Wagga Wagga.

In agricultural education, two institutions have been recognised as tertiary colleges — the Hawkesbury Agricultural College, at Richmond, and the Wagga Wagga Agricultural College.

When the first report of the Commonwealth Advisory Committee on Colleges of Advanced Education was published in 1966, the New South Wales State Government did not submit the names of any colleges in the para-medical field that it regarded as tertiary institutions. Shortly afterwards, however, it nominated four — the N.S.W. College of Nursing, the N.S.W. College of Occupational Therapy, the N.S.W. School of Physiotherapy and the Speech Therapy Training School — in the belief that the courses at these colleges could readily be developed to tertiary level. The Committee accepted the submission.

New South Wales therefore possesses, in the tertiary college field, only the newly established Institutes of Technology and Business Administration, two country colleges in the planning stage, the two agricultural colleges and the four para-medical colleges which are to be brought up to tertiary level.

Queensland

Queensland also has a recently established Institute of Technology in its capital city, Brisbane, created in 1965 in conjunction with the Brisbane Central Technical College. Two Institutes of

Technology were established in 1967 in Rockhampton and Toowoomba. Other tertiary colleges are the Queensland Agricultural College at Gatton, and the Queensland Conservatorium of Music in Brisbane.

South Australia

South Australia has possessed an Institute of Technology since 1960, when the former School of Mines and Industries was renamed in this fashion to mark an upgrading in status. For forty years the School had worked in a close association with the University of Adelaide, operating a joint engineering course; and since 1957 the School had prepared students for the Bachelor of Technology degree of the University. This and similar arrangements still persist.

In 1962 the Institute established two country divisions, one at Whyalla with some 200 students engaged in courses (with some other students taking subjects not as part of a course) and a small establishment at Port Pirie. The South Australian Government has now established an Institute of Colleges.

The South Australian School of Art is also recognised as a college of advanced education.

Tasmania

Following the Commonwealth Government's adoption of the main proposals concerning tertiary colleges in the Martin Report, the Tasmanian Government announced plans to establish a Tasmanian College of Advanced Education in Hobart. This is to take over and develop the diploma courses previously conducted by the Hobart Technical College and also the Technical Colleges at Launceston and Burnie, and to create new courses.

Western Australia

In Western Australia the Perth Technical College was reconstituted as the Western Australian Institute of Technology in 1966. Other institutions recognised as tertiary colleges are the School of Mines of Western Australia, in Kalgoorlie, the Royal Perth Hospital School of Occupational Therapy and the School of Physiotherapy.

Australian Capital Territory

Shortly after the Commonwealth Government had announced its policy on the Martin Report, planning was begun for the creation of a college of advanced education in Canberra. At the time of writing, some of the main appointments have been made or are being advertised.

Commonwealth Advisory Committee on Colleges of Advanced Education

As part of its policy of implementing the main proposals of the Martin Report, the Commonwealth Government established this Committee in 1965 to advise it on the financing and development of the tertiary colleges, in similar fashion to the role undertaken by the Australian Universities Commission concerning the universities. As Chairman it appointed Dr. Ian Wark. In 1966 the Committee presented its first report, on this occasion for the 1967-9 triennium. This Report was one of the documents closely considered by the Adult Education Conference syndicate, revealing as it does some of the official advice being pressed at a high level concerning the future development of the tertiary colleges.

Section Two

The Basic Paper and The Syndicate Report

As was explained in the foreword, this section consists of an integrated presentation of the basic paper, entitled "The Role of the Colleges of Advanced Education in Adult Education: Some Preliminary Thinking", written by the present editor as the basis for the Syndicate discussions and of the Syndicate Report, which took the form of comments on the basic paper. The Section begins with the introductory paragraph of the report. In the remainder of the Section the paragraphs of the basic report are set on the left hand page and the Syndicate's comment on the facing page. In discussing the basic paper, members of the Syndicate also had before them the comments on the paper received from various leading persons concerned with the development of the colleges of advanced education and took account of their views. These comments are reproduced in Section Four of this monograph.

Syndicate Report:

Introduction

After discussion as to the aims of the syndicate, it was agreed that the prime purpose would be to discuss the possible roles that Colleges of Advanced Education might be able to play in adult education. It was also decided that the report in the first instance should take the form of separate paragraphs commenting in turn upon each section of Dr. Crowley's background paper. The comments would include views expressed as a consensus of syndicate members, and would take into account the written comments submitted by various officials directly concerned with the establishment of Colleges of Advanced Education in the several states.

In response to a question posed by Dr. Robertson (W.A. Institute of Technology) [1] as to what was meant by the term "adult education", it was agreed that the syndicate would use the term in the sense of "the continuation of education after a break in formal education", and that the question of whether or not academic awards were given was not relevant to the discussion. It was proposed to include those adults who wished to obtain some occupational qualification some years after having left school.

[1] See page 39.

Basic Paper:

The Nature of the Colleges of Advanced Education

1.1 The future role of the Colleges of Advanced Education in adult education may be expected to arise out of the nature of the Colleges of Advanced Education. The Martin Report stated, and the Department of Education and Science seems to have endorsed this view, that their emphasis should be vocational, their approach to studies should be practical and "applied" as contrasted with the "pure" and theoretical approach of the universities, and their courses should be of such a nature and standard that one could expect a high proportion of their students to complete them without undue difficulty though many of these same students would be unlikely to complete a university degree course successfully. (It has been stressed that transfer from Colleges of Advanced Education to university and vice versa at an early stage should be made readily possible.) It has been emphasised that they are for technologists and not for technicians, who will be trained at technical colleges. Their graduates will be members of professions. In general their courses will be three-year courses, leading to the award of diplomas, compared with four years for university degree courses, and "less exacting academically"[2]

1.2 There has been some divergence of opinion among leading people concerned with the development of the Colleges of Advanced Education on two points. Firstly, Dr. Law appears to be pressing for them to have power to confer degrees for some of their courses; the Department and Dr. Wark seem strongly opposed to this. But this difference of view does not seem to arise out of any difference of conception of the nature of the courses; all three parties are agreed that the Colleges of Advanced Education should not imitate the universities in the nature and approach of their studies. Secondly, the Martin Report emphasised that all Colleges of Advanced Education students should receive a general education as well as a specialised vocational training, and the Department appears to favour this view; they seem to regard this aspect of the curriculum as one that is important in distinguishing the Colleges of Advanced Education from technical colleges. [3] But Dr. Law seems to hold the view that all

2 Martin Report (C6618/64): 5.82-4, 5.137.

3 Martin Report, 5.138. English expression is stated to be a necessary subject; other subjects mentioned are economic geography, structure of government, statistics, history of science and technology. This seems to imply the inclusion of a range of general education subjects in vocational courses. But see also Recommendation 6(iv) ". . . the education of technological students should be broadened by the inclusion in curricula of relevant and integrated liberal studies", and 6.64-6.68. It is suggested that this approach will give flexibility and depth to students' understanding of their vocational subjects.

Syndicate Comment

1.1 It was agreed that the thinking displayed in the Martin Report now appeared to be superseded; there appeared to be a general feeling that courses offered by Colleges of Advanced Education will *not* be any less demanding than those offered by universities, although the students enrolling in Colleges of Advanced Education might be of a type less academically inclined than those proceeding to universities. One of the written comments, and many of the syndicate members, noted that the distinction which Dr. Crowley made in the last sentence of paragraph 1.1 appeared too clear-cut.

1.2 The syndicate noted Mr. McCusker's correction that Dr. Law is not pressing for Colleges of Advanced Education to have power to confer degrees; in Victoria, the State Government has already granted the colleges this power. Mr. McCusker stressed [4] that the Commonwealth Department of Education and Science was opposed to a development of Colleges of Advanced Education toward universities. All concerned with the development of Colleges of Advanced Education seem to agree that their approach should be "practical", in contrast to the "theoretical" approach adopted by the universities.

4 In the Syndicate discussion.

the courses taken should be vocational, and that courses in subjects such as literature should be presented only to students specifically requiring them for their vocation. (It may be that I have misunderstood Dr. Law on this point, and that what he is advocating is the integration of liberal and social studies with vocational courses as is favoured by the Wark Committee. The Committee and the Commonwealth Department do not seem completely clear on this issue — see 3.2 below).

Vocational Programmes

2.1 The possible role of the Colleges of Advanced Education in adult education on the vocational side seems simpler and clearer than in the field of general education and will be discussed first. It can also be discussed more briefly though it will probably occupy a much larger part of the total programme.

2.2 As is the case at present with the technical colleges, it seems likely that many of the courses offered will be suitable for adults wishing to further their vocational education for professional advancement, and that it may be difficult to distinguish these adult students administratively from the school-leavers who are taking these courses. This latter point need cause little concern except that it is to be hoped that every effort will be made to facilitate the entry of suitable adult students to these courses.

2.3 Provision should also be made for courses specially planned as "refresher" courses: i.e. courses designed to up-date persons who received a training in the subject some time previously, and who therefore would not need to be taught the introductory and basic material presented in the courses mentioned in 2.2.

2.4 In addition to meeting needs for up-dating, provision should also be made of courses in subject areas appropriate to the Colleges of Advanced Education for the purpose of broadening the education of adults in particular vocations and professions. In particular there are important needs, some of which could be met by universities, others by Colleges of Advanced Education, for courses dealing with aspects of professions where the material is not meaningful to a young person at the outset of his career, but is required later as he is promoted — e.g. administration for engineers.

2.5 If Colleges of Advanced Education undertake the teaching of foreign languages orally and textually as they may decide to do for persons in or planning to enter commercial vocations, the courses offered should be made available to adults generally. These courses could probably serve as introductory

Syndicate Comment

2.3 The syndicate felt that Mr. Hughes (Education Department, Tasmania), was being unduly optimistic in his view that refresher courses would not be necessary .

2.3/2.4 It was agreed that there would be a need for both refresher courses and broadening courses, and particularly for courses dealing with those aspects of professions which are not meaningful to a young member of a profession at the outset of his career.

2.5 The syndicate agreed that in view of the wide scope which existed for expansion of language teaching, we should welcome the advent of Colleges of Advanced Education into this field. It was recognised that the Colleges of Advanced Education language courses would probably tend to have a vocational bias; nevertheless, this could lead to a deeper interest which might later be pursued in its own right at a university. It was felt that there would be some need for rationalisation and specialisation between institutions.

to more advanced courses for adults in foreign languages and literatures presented by university adult education departments.

2.6 A particularly important educational need in the community is for the planning and provision of courses for mature women who wish to take up employment. Although a thorough study of the problem of how best to meet this need is necessary, it would appear that many of the courses required could be appropriate to the Colleges of Advanced Education.

Syndicate Comment

2.6 The syndicate agreed that the whole problem of the provision of courses for mature women wishing to take up employment had many aspects, the educational side being only part of the problem. For example, there was the question of domestic help and child-minding facilities to enable women to study, and undertake employment when they were ready to return to work. It was agreed there was an urgent and important need for a thorough study and survey of the whole problem. Mention was made [5] of such a study which had been made in New Zealand. When such a study had been made in Australia, it was likely that Colleges of Advanced Education could make an important contribution to the education required. There was some disagreement as to how far special courses would be required, but agreement that special provision might be necessary in the sense of the presentation of courses at times when such women could attend them.

It was also agreed that there was an important need for counselling services for women faced with this problem. The value of these had been demonstrated in a number of institutions in the U.S.A. and Canada. It was noted that many hundreds of women are already trying to re-educate themselves, a large proportion seeking public examination qualifications, but agreed that despite this fact provision for them was most unsatisfactory.

The success of the two year Diploma course in Social Work provided by the Auckland University Extension Department was noted as an indication of how some of these needs could be met. It was also mentioned that library work appeared to offer a field of employment for mature women, though there were a number of difficulties to be overcome.

It was mentioned that the Department of Education and Science has considerable means available for research on educational problems associated with the development of the Colleges of Advanced Education, and suggested that this area of the vocational needs of mature women might be one subject of such research. The syndicate recommends that the A.A.A.E. Executive consider

5 By Mr. S.B. Morrison.

Basic Paper

2.7 If the needs mentioned in this section, with the exception of the regular courses mentioned in 2.1, are to be met adequately, a special extension department or section should be created within each College of Advanced Education or Institute of Colleges and given responsibility for dealing with them. It is important that such departments should be adequately staffed for this purpose. It would be advisable for these departments also to be made responsible for the general adult education programmes to be discussed in Section 3.

2.8 It seems likely that extension departments of universities and Colleges of Advanced Education would be catering for the same vocational area in many cases — for example, management education. This could involve some danger of overlapping and harmful competition; but it is suggested this could be avoided by consultation based on agreement that in general the two kinds of institutions each operate in areas appropriate for them. For example, programmes on current economic trends for business executives at various levels would be best presented by universities; programmes for management at various levels on such "applied" subjects as how to make use of possible new applications of computers would be more appropriate to Colleges of Advanced Education. Such an arrangement need not and should not preclude the use by one institution of specialist staff from the other kind of institution.

Syndicate Comment

making a formal approach to the Department of Education and Science to request that such a study be carried out.[6]

2.7 There was strong and unanimous support for the view that special extension departments or sections should be provided in the Colleges of Advanced Education or Institutions of Colleges if the extension needs of the community are to be effectively met, even if only vocational needs are considered. Reasons for this are: (1) to leave responsibility for undertaking such activities in the hands of busy heads of schools or departments would mean that they would be unlikely to receive sufficient attention; (2) for effective contact to be maintained with the community staff would be needed with technological background as well as knowledge of the wide variety of adult education methods and techniques available; (3) they would need to be supported by adequate clerical staff; (4) the necessary consultation with community leaders and professional organisations is too time-consuming to be performed by staff having other responsibilities.

2.8 It was agreed there was little danger, and in any case little harm, in possible overlapping of the work of various agencies, except, perhaps in smaller centres. It was also thought advisable that some kind of consultative mechanism be established in different centres, the form adopted to vary according to local circumstances. Such machinery could promote co-operation and joint enterprise as well as helping to prevent possible duplication.

6 An interesting and well informed discussion, in which many pertinent points were made which have not been included in the Report, took place in the Syndicate on this question of the re-education of mature women. Reference was made to the "Minnesota Plan" in the United States and to special programmes for this purpose in Toronto. It was pointed out that many hundreds of women are attempting to use existing courses for this purpose, but strongly argued that they are unsatifactory. It was suggested that steps should be taken to ensure that young women leaving school or graduating from tertiary institutions were given information about opportunities for re-education later in life.

Basic Paper

2.9 Persons experienced in adult education would urge that mature-age adults wishing to continue their education by means of College of Advanced Education courses, either extension courses or diploma courses, be treated as leniently as possible as far as admission requirements were concerned. Adult educators would assert that in many cases and in many subject areas life-experience can form an adequate substitute for formal educational qualifications. There are of course many subject areas in which preliminary study would be necessary — e.g. mathematics for science courses.

General Education

3.1 The role to be assumed by Colleges of Advanced Education in general adult education will be determined to a large extent by the decisions to be taken in the different states on the place general education is to be given in the Colleges of Advanced Education in these states, and on how it is to be attempted. The Martin Committee mentions (6.68) courses by staff qualified in some of the social sciences and humanities for young people intending to take up administrative positions in commerce, industry and government. If it is decided that courses in general education subjects are to be given to all or a large proportion of the students or if general studies departments or schools are established, educational resources will be created that could and should be made available for adult education of a non-vocational character.

3.2 It can be remarked that, although the Department of Education and Science appears to be taking a different view from Dr. Law on the place to be given general studies in the Colleges of Advanced Education, the Committee on Colleges of Advanced Education chaired by Dr. Wark so far has had little to offer in the way of constructive proposals on this question. In its first report (Chapter 8) it suggests that series of single or multiple lectures by visiting authorities be arranged for all College of Advanced Education students, that browsing libraries be provided, and student organisations such as political clubs be fostered. It stresses the educative value of contact among students taking different courses. But it has little to suggest on curriculum planning for general education.

Syndicate Comment

2.9 The intention was noted that entry requirements are to be very flexible for school leavers as well as adults, though pre-requisites of a high standard will, of course, be required for some of the more highly technical courses. The syndicate felt strongly that requirements should be made as flexible as was possible for mature age adults, even for vocational courses and as far as the requirements of the courses would allow, and that mature adults be viewed differently in this respect from school leavers.

Basic Paper

Apparently the Committee is aware that the inclusion of courses of general studies on conventional lines in vocationally oriented courses has not generally been successful in universities and therefore is unlikely to be successful in Colleges of Advanced Education. The Martin Committee stated: "Certainly it is true that ad hoc courses in liberal disciplines will fail to achieve increased breadth in the education of young technologists. Breadth in education is likely to be achieved only if liberal courses support and enlarge the scope of the technical ones, and are presented by specialists with the same authority in their fields as is possessed by the technologists in theirs". (6.67) The Wark Committee (8.22) endorses this view, arguing against the creation of schools (e.g. of humanities and presumably of general studies) not related to a profession or vocation, though it also argues that courses in such subjects as international relations might serve for a number of different diploma courses. The judgement that courses examining the place of each profession in the community, historically and contemporaneously, seem more likely to succeed educationally is probably sound. But the problem of how to provide such courses, if thrilling and challenging to the educationists, is also daunting. Its solution would seem to require the employment of teachers who were themselves both qualified technologists and highly educated in the relevant humanities or social sciences. Such people are extremely rare, and most of those who do exist are probably very well placed already and very highly salaried. If they could be found and employed, many of them could also be extensively used for purposes of both general and specialised adult education.

3.3 Little information is available so far from states other than Victoria on the lines of thinking so far adopted on this question, except that in N.S.W. the decision to locate country Colleges of Advanced Education in conjunction with teachers' colleges seems to suggest that schools of general studies are likely to be established to assist with teacher education. The College of Advanced Education being established in the A.C.T. is to have a School of Liberal Studies.

Syndicate Comment

3.1/3.3 The syndicate noted, on reading the comments submitted by the various State authorities,[7] that there were different viewpoints on whether or not schools of general studies should be incorporated into Colleges of Advanced Education. It appeared that the institutions being established would reflect these conflicting attitudes, some Colleges of Advanced Education having no general studies, some incorporating these studies into other departments, and some providing separate schools or departments for general studies.

7 Section Four.

Basic Paper

3.4 If general education is eventually provided for College of Advanced Education students in some states, it may well be that some of the kinds of provision now made at some teachers' colleges, less theoretical in approach than the university approach to the subjects involved, may be adopted as suitable models. The kind of approach referred to here is illustrated by the use of regional survey project-type activities in the area of the social sciences employed at Wagga Wagga Teachers' College on the one hand, or the emphasis on appreciation of the arts made at Bathurst Teachers' College. (Other examples doubtless exist in other teachers' colleges and in other states.) It is strongly suggested that the possibilities of a non-theoretical, non-subject-centred, highly imaginative and experimental approach be sympathetically considered, and that initiative and ingenuity in devising appropriate learning methods be encouraged. This approach might also leave room for considerable variation in content in accordance with the particular interests of individual institutions.

3.5 If such an approach were adopted, it could provide the base for adult education programmes emanating from Colleges of Advanced Education which would meet the important need in the community for general adult education of a different kind from university liberal adult education. This kind of adult education has so far not been seriously attempted, apart from one or two experimental ventures by university adult education departments on a small scale, because no institution has seen it as its function to develop this kind of programme. It is suggested that such a responsibility could be fittingly given to extension or adult education departments created in Colleges of Adult Education. The operation of a kit scheme on the lines of the Sydney University Kit Scheme would be one example of a suitable activity.

Syndicate Comment

3.4/3.5 The role of the Colleges of Advanced Education in general education was the subject of considerable discussion by the syndicate, and a variety of viewpoints were expressed. Dr. Crowley sees a place in the community for a less-academic, less-demanding type of course using a more imaginative, experimental approach to learning methods, and sees this place being filled effectively by the Colleges of Avdanced Education.[8]

Mr. Wilson sees the Colleges of Advanced Education filling three prime functions:

(a) Refresher training for existing technologists who received their initial training elsewhere and for the later graduates.

(b) Relating developments in the social sciences to developments in technology.

(c) Providing general adult education at a high level in fields such as the creative arts.

The autonomy of educational bodies providing adult education programmes in areas of public controversy has always been regarded by adult educationists as being all important. In view of this the syndicate particularly welcomes governmental avowals that the Colleges of Advanced Education will be autonomous educational institutions.

3.5 Dissent from this paragraph was expressed by Mr. Morrison, who suggested the words "some needs" be used in lieu of "important needs".

8 See Section Three for an elaboration of this concept.

3.6 Alternatively, from its adult education aspect, such a programme could be initiated by state education departments in conjunction with school systems, provided that an adequate number of staff members possessing the required qualities of imagination, originality and creativity were appointed. But if general education is to be attempted in the Colleges of Advanced Education, as it should be, such a programme would probably be better presented by Colleges of Advanced Education, because of their possession of more suitable staff, with schools continuing to offer programmes such as those in the Evening Colleges in N.S.W. and Education Department Adult Education Centres in South Australia.

Role of Rural Colleges of Advanced Education

4.1 An aspect of the role of Colleges of Advanced Education that needs particular attention is the place rural Colleges of Advanced Education might occupy in a planned multi-agency scheme for provision of adult education facilities to provide the best possible state-wide coverage. If Colleges of Advanced Education are to develop general education programmes (and, as was noticed above, in N.S.W. this seems to be envisaged for rural Colleges of Advanced Education in view of their planned participation in teacher training), rural Colleges of Advanced Education would be suitably placed to provide general education programmes in their regions of the kind suggested in 3.4 above, in addition to vocational courses for adults. They could in these circumstances also serve in these regions as the local agencies for university adult education activities, assisting in presenting these by co-operating in each case with a university adult education department. (The pattern suggested here is similar to that which has developed in South Australia between the University of Adelaide and the country Adult Education Centres operated by the Education Department: 72 weekend schools organised in this way were jointly presented in 1966.)

4.2 To meet this responsibility adequately, rural Colleges of Advanced Education would have to extend their adult education programmes out beyond the towns in which they were situated throughout the surrounding region. *Before this could be accomplished effectively, it would be necessary for each to establish a department with specific responsibilities for the promotion and planning of its adult education provision.*

Syndicate Comment

4.1 It was agreed by the syndicate that Colleges of Advanced Education in rural areas (not to be termed "Rural Colleges of Advanced Education") should provide, if possible, for some general adult education within their own region. There should also be considerable co-operation with other bodies, including universities, in meeting the general adult education needs of the region.

4.2 It was also agreed that to provide this service, the Colleges of Advanced Education in rural areas particularly would need to appoint staff with specific responsibility and expertise for the provision of adult education.

Basic Paper

4.3 Whether rural Colleges of Advanced Education can successfully provide tertiary-level general education remains to be demonstrated. (Teachers' colleges may want to retain their own courses in the liberal studies, and the intake of students to Colleges of Advanced Education for other vocational courses may be insufficient for general education provisions to be devised for them viably.) Until this is determined part at least of their role in adult education must remain in doubt.

General Conclusion

5. Thinking about the role of the Colleges of Advanced Education in adult education must be largely speculative at this stage, before their character becomes clear. That they should assume important responsibilities for refresher and retraining provisions in vocational areas seems fairly obvious. However they develop, they will be appropriate agencies to offer adult education programmes, which will help to meet important community needs, complementary to programmes provided by universities and schools.

Section Three

A Commentary on the Syndicate's Findings

A number of points made by the syndicate, and one that they hesitated to make, seem to the present writer to merit further comment and some elaboration.

The main disagreement between the syndicate and the comments received from the administrators of colleges of advanced education concerned the need for special extension or adult education departments within the colleges. The syndicate, consisting as it did of adult educators, insisted, with the author of the basic paper, that there should be special departments; the administrators doubted that they were necessary.

At first sight the syndicate's insistence might appear to be on a par with the view constantly pressed by conferences of hat manufacturers that people who do not wear hats are not properly dressed. It is the present writer's belief, however, that the syndicate's opinion is sound, and the product of considerations familiar to adult educators that are not generally appreciated by administrators or teachers from other fields of education. A number of points can be urged in its support.

In the first place, the planning of adult education activities involves apparently petty but nevertheless deterring problems. There may be questions of the procedures for advertising, taking enrolments and paying lecturers' fees, for obtaining and paying for extra supplies of materials, for ensuring the lights are out and the doors locked at the end of the evening, and so on. To a harassed head of a department, the bother of finding out the solutions to these minor difficulties may well decide him not to go ahead with the provision of a particular course or activity that had occurred to him.

More important is the adult education expertise required if a programme is to be fully effective, or even to enable it to be successfully mounted. Adult education is peculiar among branches of the educational services in the tremendous variety of methods that have been devised to meet the varying needs of potential students. One kind of student may be able to come to a weekly class; another is better suited by an intensive "school"; for another a correspondence course may be necessary; another may be best reached by television or radio. Lectures may be what one adult requires; another may need a seminar-type discussion. It is an important part of the professional skill of the adult educator to be able to select the method most suitable in the particular case. Equally important is the ability to plan the content of the material offered in relation to the method being used, and to find channels through which the particular kind of student may be contacted and attracted.

All of this requires a great deal of effort, initiative and ingenuity, discussion with the persons concerned, and attention to detail. Apart from the important aspect of the special expertise required there is the consideration, familiar to every administrator, that if no-one is particularly responsible for a particular function, and when those who might be held responsible have other higher-ranking responsibilities, there is an excellent chance that the function will not be performed. In precise terms, if special provision for adults by colleges of advanced education be left to heads of teaching departments, much less, or much less satisfactory provision, is likely to be made than if there were a special department of each college charged with the responsibility of seeing that the college's resources were applied to adult education wherever there was a need for them.

The experience of the Adult Education Centres conducted by the Education Department in South Australia is surely pertinent here. Since 1958, the Department has been replacing its former part-time principals, whose main employment was as senior masters of secondary schools, with full-time principals. The result is invariably a quadrupling of the programme within about two years.

This example is also relevant, surely, to the point urged in the Syndicate proceedings that Colleges of advanced education in rural areas are particularly suited for the development of adult education in their districts, preferably in co-operation with the universities. The main problem of providing adult education above the schools-provision level has been the difficulty of finding suitable teachers: in South Australia the pattern has developed of weekend schools utilising university staff from the city as a complement to the locally-based programme of classes. This kind of pattern seems

most appropriate for co-operation between university adult education departments and country colleges of advanced education: each party has a great deal to offer the other.

Another point that is perhaps worth underlining is the syndicate's rejection, in their comment on paragraph 1, of Mr. Hughes's contention that there would be little or no need for the retraining of the graduates of the colleges of advanced education, since the training given by the colleges would be such as to develop adaptability: graduates would be able to adapt their expertise to meet technological changes. It was presumably because Mr. Hughes's claim seems to run so directly counter to the assertions constantly being made in many quarters that technological advance is now so rapid that educational qualifications are now outdated within a few years of their being obtained that the syndicate would not accept it.

The present writer supports the syndicate view, because, generally, of the weight of the world opinion on the outdating of educational qualifications that appears so completely to confirm it, and for two other particular reasons. First, though it is possible I may be disproved as a result of brilliant teaching or educational administration, my impression from teaching experience at all levels is that the proportion of the population which can adapt previous teaching to new circumstances is relatively small. Few can think for themselves to this extent: most people have to be shown or taught the modifications that become necessary in changed conditions. Secondly, it seems generally agreed that the essential difference between the colleges of advanced education and the universities is that the former are to teach their subjects in a much more practical way than the latter, whose stress is upon theory; but surely a grounding in theory is more likely to develop adaptability. It is the principles and theory of a subject which change relatively little, their application which alters. This is not to question the value of the practical approach to technological education, merely to argue that it seems, prima facie, less likely to produce adaptability. (Not that the ability to work out practical applications from theory is possessed, either, by more than a relatively small proportion of university graduates.)

I hope Mr. Hughes will be proved correct, but believe he will be proved wrong on this point. There seems to be virtually a unanimous world consensus among educators that retraining courses and further education for all kinds of employees and professional people will be increasingly needed as our rapid technological advance continues: the colleges of advanced education seem the obvious institutions to be responsible for a large part at least of the continuing education of technologists.

Mention was made earlier of a point, urged in the basic paper, which the syndicate were reluctant to accept. This is the argument, expressed in paragraph 3.4 of the paper, that there is a need in the community for education for adults in many fields, many of them related to university subjects, at lower than "university level", and that the colleges of advanced education would be well suited to attempt the development of appropriate courses or activities, particularly those Colleges which are to have schools or departments of general studies. The area of citizenship was given as one example. My impression is that the syndicate were reluctant to pronounce on this question because they were not sure of the conception. Whatever the reason, they seemed neither convinced nor opposed, and there was insufficient time available to argue the point at length. I should like, therefore, to spell it out in more detail here.

If they are to be fairly described as university adult education, university courses should surely aim at giving the adult student a sound grasp of a university subject or a sound understanding of a particular topic that falls within the field of one or more university disciplines. Though he or she will not receive a professional training — if the subject is psychology, for instance, the student will not be a qualified psychologist at the end of the course — he or she will emerge with a basic understanding of the subject, or of part of it. He or she will be able to read with understanding most books or articles dealing with it.

A large proportion of adults, however, are not capable of following such a course effectively, or are not prepared to devote the necessary effort to it. Nevertheless many of these people can profit from, and can be interested in, courses or other educational activities presented at a lower level. For instance, while it is too much to expect that a large proportion of the Australian public can be given the intensive study of Asian history, geography, sociology, anthropology and culture that would satisfy university scholars as the material for an adequate understanding of Asia — despite the fact that a deep and widespread understanding is necessary if Australia's relations with Asia are to be completely satisfactory — it may be possible to interest many adults in less penetrating studies which will nevertheless remove misunderstandings and foster a much improved understanding.

Such activities should not of course be attempted at the expense of university-level studies: there are many adults in the community who want to engage in profound study and can do so successfully — it is important that the opportunity should be available to them. But it is the present writer's view that the other kind of less demanding, less profound activity is a very desirable element of a system

of total provision of adult education. The colleges of advanced education seem likely to have resources that would be suitable for attempting to develop such a provision.

In the attempt to clarify the point further, I may perhaps be permitted to refer to personal experience. At one stage in my education, I passed through the one-year course for graduate teachers given in the pre-war years in New Zealand Teachers' Colleges. Much of the syllabus consisted of courses in subjects that were new to most of the students and in which there was insufficient time for a thorough study of the subject. Nevertheless some of these courses were educationally valuable. (Some were not.) In music, for example, though I cannot claim to have acquired even an elementary systematic knowledge of the subject, I am sure I am able to obtain much more satisfaction now from listening to music than would have been the case if I had never had the course. To that extent, and importantly, my life has been enriched. Similar courses could greatly enrich the lives of many adults who will never undertake a thorough study of music. Some who began with such a course would go on to more thorough study.

A different kind of adult education that could be placed within the same general classification of sub-university programming is the kind of loosely structured student-oriented work that can be done in a number of subject areas, such as the field of personal relations. Religious adult educators have been particularly active in this field and have developed a number of techniques, generally based on group discussion. An example is to base discussion upon a selected film. Though the discussion will be less systematic or profound than would be expected in a university course, the participants can gain a great deal from it in terms of better understanding of themselves and the world in which they live.

The experienced adult educator will immediately point out that it is easy enough to design "non-university level" activities: the difficulty is to attract adults to participate in them. It is here that the expertise of the professional adult educator becomes especially pertinent. Though this has not yet been attempted on a large scale anywhere in the world, I am confident that a substantial and much needed programme of this kind could be mounted successfully, and could be an important contribution of the colleges of advanced education; but it would require imagination, ingenuity and a high level of professional expertise in adult education, in particular familiarity with the immense variety of techniques and methods that can be employed. Discussion groups using various kinds of materials; residential and non-residential schools or conferences of various lengths, single or linked; the use of portable television videotape recorders — available now inexpensively; docu-

mentary film groups; safari-type educational coach tours for the field study of geology, botany, or even such subjects as aspects of sociology — the list could be extended almost indefinitely. Some of the activities would be better presented through the formation of a society rather than the offering of a course: an example of an activity of this kind already being pursued is the Institute of Riverina Studies. Emanating from the Teachers' College at Wagga Wagga, and operating in the fields of local history, geography, sociology, economic history, architecture, geology, and folk-lore, this body has held three very successful conferences and promoted a number of other valuable activities in the last two years, with the assistance of the Department of Adult Education in the University of Sydney.

Some of the activities, in the first instance at least, would be better offered to existing voluntary bodies, either in the form of a "package deal" or a contribution to their programme, in preference to being presented as a college activity, planned and offered independently. An example could be conferences of groups of local history societies (at which the attempt could be made to interest the members in history rather than antiquarianism). It is important to work with the groups which adults have created to pursue their interests rather than to appear to compete with them.

A strong plea has been voiced by the syndicate for the creation of special departments within the colleges charged with the responsibility for the development of their adult educational programmes. The point has also been made that these departments would benefit considerably from co-operation with the existing adult education departments of the universities, and that these departments would be eager to extend their co-operation as offering a further outlet for the effective development of their work. This plea has force even if only their vocational responsibilities are considered. It becomes even more pertinent if the argument outlined above is accepted — that an extensive programme of adult education in many fields, at lower than university level academically, has an important place in the total provision of adult education facilities in Australia, and that the colleges of advanced education would be well fitted to undertake this provision.

Section Four

Comment on the Basic Paper

1. A comment by Dr. P. G. Law, Vice-President, Victoria Institute of Colleges, Melbourne, Victoria.

In general, I think that your paper on "The Role of the Colleges of Advanced Education in Adult Education" represents a good analysis of the issues which must be resolved in formulating clear policy in this area for the colleges. I am making a few comments below on particular paragraphs in the draft, but these do not represent any major disagreement with the broad lines you have followed in the paper.

1.1* I have always been a little doubtful whether the concept of colleges of advanced education in the form first propounded in the Martin Report was entirely appropriate, especially in the Victorian situation. While we would all agree that the CAE's should differ from the universities in their greater pre-occupation with applied teaching and in their vocational emphasis, I have never been happy about this expression "less exacting academically".

If the original thought in the minds of the Martin Committee was to provided a non-university tertiary stream for the people academically unable to cope with a university course, then events, in this State at least, since the Martin Report was submitted suggests that this will not be the ultimate role of the advanced colleges. Victoria may be in a unique situation

* The paragraph numbers used throughout this Section refer to the paragraphs of the Basic Paper as reproduced in Section Two.

in that the three universities are becoming progressively less able to enrol all the qualified applicants for places, and the already well-developed network of tertiary institutions affiliated with the V.I.C. is now taking, and will increasingly take, a large proportion of matriculated students who will be seeking, and be capable of, quite demanding tertiary courses.

I neverthless feel that it is terribly important that those CAE's which are growing out of essentially technological institutions should extend their present involvement in the teaching of humanities subjects. At the moment these subjects are offered as a small servicing component in technical diploma courses. I should like to see their range and level extended so that selected colleges can begin to introduce diploma (and possibly degree) courses which, while still vocationally oriented, nevertheless have *their foundation in the general* studies subjects rather than in the sciences and mathematics. Here I obviously have such fields as creative writing and foreign languages in mind.

2.7 I would agree that if CAE's are to embark in any deliberate way on a policy of catering for the demands of adult education then they should have an appropriate staff establishment, so that the task is carried out properly. I do not think that this important work should be simply tagged on as an incidental duty of existing teaching staff. However, at this stage, I doubt whether it would accord with our concept of the V.I.C. to speak in terms of a special extension department attached to the Institute itself.

There may be a case for some liaison staff to be associated with the Institute, but on the whole I would prefer to see all organisational and administrative responsibilities remaining with the individual colleges.

3.3 It seems fairly clear that there will be a growing demand for
3.4 tertiary courses of general education not necessarily oriented in a vocational direction. Universities will not be able to cater for all of this demand and, as I have suggested above, I am doubfut if the CAE's would attempt to cater for it. I would thus favour the notion of certain teachers' colleges broadening their activities to cater for this demand and developing into a "liberal arts college" type of CAE which could well be affiliated with the Institute of Colleges or be controlled by a separate Board of Teacher Education. This type of college should be able to make quite a contribution in the field of adult education.

2. A comment by Dr. T. L. Robertson, Chairman, Interim Council, Western Australian Institute of Technology, Perth; also Chairman, Interim Council, Canberra College of Advanced Education.

I shall do my best to answer your letter of the 17th June but am afraid that my answers might be inadequate for your purposes. In case you are misled by the heading at the top of this page, I hasten to assure you that I am also Chairman of the Interim Council of the Western Australian Institute of Technology as well as of the Canberra College of Advanced Education; however, I am answering this from my general knowledge of education and a lot of what I may say does not necessarily represent the views of my Councils.

Insofar as these two institutions deal with education at the tertiary level, I consider that they are participating in adult education in the fullest sense, as I regard tertiary level education as being definitely "adult". Similarly I regard Universities as providing "adult education". I imagine however, that you are not using the term "adult education" in a general sense but are considering it in the popular sense in which it is used in Australia, i.e. referring to the less formal approach to education and for which no specific academic awards are offered. My replies to the points you raise are given in this context.

1.1 I do not agree with this statement which I assume is your own deduction from the Martin Report. My limited experience already has taught me that most of the students attending these institutions would be quite capable of completing degree courses satisfactorily.

Very few Australian universities have four-year degree courses in arts and science, much though many of us would like to see the present three-year courses extended to four years.

1.2 I would hardly think that the colleges of advanced education would need to be distinguished from technical colleges because of the inclusion of "general education". The distinction is rather one of level. In both Canberra and Perth the technical colleges are generally concerned with courses at the secondary level albeit in technical education, whereas the colleges of advanced education start at the conclusion of full secondary schooling and are hence entirely tertiary in level.

2.5 I would imagine that it would be the other way round, i.e. that the language courses offered by adult education departments might be a good introduction to the language courses offered by colleges of advanced education, unless the courses that you are familiar with are more strongly developed than the adult education language courses I am familiar with.

2.6 I very much doubt this. As the majority of courses contemplated by colleges of advanced education at present lead to a diploma after three years of full-time tuition or five or more years of part-time tuition, I doubt whether there will be any plan in them for shortened courses such as you describe. It would seem to me that the technical colleges would be the more correct places for such courses. If however, a woman desired to take the full course there would be no objection, provided she had the entrance qualification, and it would not matter whether she was married or single.

2.7 I cannot see the need for this. In Canberra, for example, I have advocated that there should be a Director of Adult Education quite outside either the College or the University, but whose job would be to survey the needs of the community as a whole, ascertain which institution or which members of the staff could best provide the courses required, act as liaison officer in order to arrange such course or courses, possibly using the facilities of one or other of the institutions and then proceeding with the machinery of enrolment, etc. In other words, adult education would use the pool of talents and facilities available and would make the necessary payments to the part-time staff engaged to undertake the courses but it should not, I feel, be part of the responsibilities of either the University or the College to provide staff and accommodation for adult education.

2.8 I do not think you need concern yourself with the danger of duplication by universities and colleges of advanced education. Great care is being taken, at any rate in Western Australia and in Canberra, to avoid such duplication in the formal courses and I am sure the same rule will pertain should adult education come to be provided by other institutions.

3.1 See my remarks under 2.7.

3.2 I do not think you are justified in coming to this conclusion, as the colleges of advanced education that I am connected

with are well aware of the lack of success that has attended general studies in vocational courses in universities and are taking every precaution to prevent failure in the introduction of these courses into colleges of advanced education. So far indications are that these are likely to be successful.

3.3 Yes, but it has been decided that the school will be known as "The School of Liberal Studies".

4.2 Again see my remarks under 2.7. The Western Australian Institute of Technology hopes that it will be able to provide external studies for conventional diploma courses in the next triennium. I very much doubt however whether it is possible to envisage such facilities being used outside the conventional courses. However, this may come sooner than I imagine.

So much for comments on particular points in your paper. If I have not commented on a paragraph, you may assume that I am in agreement with your statement.

3. A Comment by Mr. P. W. Hughes, Acting Director General of Education, Education Department, Hobart, Tasmania.

The nature and role of C.A.E.'s remain to be determined in practice even though some preliminary statements have attempted clarification.

The Tasmanian College of Advanced Education is being established from the beginning specifically as a college of advanced education and in consequence is being designed as regards material facilities, educational philosophy, staff qualification and teaching method, to carry out the role of advanced education effectively. It is clear that the situation regarding the role of a college of advanced education will vary from State to State. In Tasmania the role has been stated to be "to prepare men and women to make the most effective use of available knowledge in the pursuit of their careers and the satisfaction of the needs of society".

Education is a social process and the role of any educational institution is to satisfy some social need. The prime social need relevant to advanced education is to close the gap between the

discovery of new knowledge and its exploitation for the benefit of mankind. This demands the provision of people to work in the professions who have had a broad-based education giving them the knowledge, skills and attitudes necessary for social competence as well as vocational competence.

Para. 1.1 also gives an emphasis to the difference between students at universities and colleges of advanced education which is inappropriate. The essential difference between the students will not be one of intellectual ability but rather of motivation. The Wark Report (para. 4.3) comments: "We consider that the application of knowledge to specific problems, while it may call for different qualities of mind, is no less exacting." It is important also to realise that the product of the advanced education system is no less valuable to society than the university graduate. Each has an important role to play and undoubtedly the great material and social advances of this century are the direct result of the work of technologists although based on the work of scientists.

The view of para. 1.2 that C.A.E.'s should not imitate universities in nature and approach to their studies is agreed. University courses should specialise towards the task of discovery. By contrast, the student of the C.A.E. should be prepared for more general needs rather than solely in an individual discipline. He needs a full education, not just vocational training. He should study a discipline not for its own sake but as the vehicle for his education for a role in society and for the tools it provides.

Regarding para. 2.2 the term "adult education" needs definition. If, as it appears, it is being taken simply as the education of adults in any form, T.C.A.E. will of course have a part to play. Its entry standard will be flexible (for applicants of any age, not just adults) with the criterion for admission to courses being considered as the potential for satisfactory completion of the course and not proof of previous attainment.

Regarding para. 2.3 it is worth noting that for people who have grown up through the C.A.E. type of education as now conceived, refresher courses in terms of initial instruction should rarely be required. One of the basic aims of advanced education is to teach the techniques of information handling and develop an attitude favourable to sustained independent learning throughout life. Certainly refresher courses will facilitate sustained learning but the important thing is that the advanced education graduate will see continual growth of the store of information available to him as a normal and expected phenomenon with which he has been prepared

to cope. But he will do this in selective fashion, absorbing the relevant and discarding the irrelevant until time or changed circumstances give it relevance to his endeavours.

For the person who has not had such an education, the great contribution which advanced education can make is not the type of refresher course which merely supplies more information destined for early obsolescence but courses in information handling of fundamental nature and of enduring validity.

Para. 2.4 may not take proper account of the necessary emphasis in advanced education. Thus the suggestion that the young person at the outset of his career can be efficient, although ignorant of administration, is quite foreign to the thought of preparing such a person for employment in the real life of society. Thus, for the example quoted — the engineer — whilst it may be true that an academic engineer (or more properly an engineering scientist) can work in the early stages of his career and perhaps to the end of it without being an effective administrator, in the world outside the "ivory tower" the engineer from the very first moment of employment in his profession will be an administrator of some sort. The description of the role of the engineer has been phrased by one university engineering faculty in the following terms, "the job of the engineer is to get the job done" and this means managing men and resources. It is a very appropriate statement of the role for which engineers will be prepared in colleges of advanced education.

If there is real significance in para. 2.4 it is in the phrase "in subject areas appropriate to the C.A.E.'s". In this context the subject areas are those dealing with information handling, problem solving, decision making, executive action and with supplying an awareness of the social context of a profession. It is unlikely that anything very effective in these areas can be done in the type of short course envisaged in the paper.

The inference of the first sentence of para. 2.5 is not clear. Any course offered by T.C.A.E. will be made available generally to persons who are assessed as able to complete them successfully. The reason for any specific reference to adults is not clear. As far as Tasmania is concerned it seems unlikely that there will be sufficient requirement for the teaching of foreign languages in relation to commercial vocations for T.C.A.E. to consider any relevant courses, although the place of Asian languages needs to be considered.

With regard to para. 2.6, the comment made earlier in regard to para. 2.3 is relevant. A mature woman, who has been through

a course of advanced education and later interrupted her professional career for domestic reasons, should be able to return to it eventually using the skills she had originally developed. For the mature woman who has not graduated through advanced education the real requirement again is as previously indicated — not for a refresher course dealing with material scheduled for early obsolescence but rather a course of enduring validity.

With regard to para. 2.7 one of the fundamental elements in the approach to teaching at T.C.A.E. will be the deliberate mixing of students of all types and from all disciplines to the maximum extent possible. The formation of an independent extension department within the college is seen as contrary to this aim.

With regard to para. 2.8 the Advanced Education Act 1968 for the State of Tasmania specifically requires the Council of Advanced Education to "have regard to the education provided otherwise than under this Act that is available in this State and endeavour to co-operate with the bodies providing any such education with a view to promoting a proper co-ordination in the provision of advanced education in the State."

With regard to para. 2.9 the criterion for entry to T.C.A.E. courses will be the assessment of the college as to whether the applicant can complete the course satisfactorily. No other criterion would be appropriate. No other criterion could be considered, whether for adults or for others. In the context of T.C.A.E. para. 3.1 is not clear. It must be emphasized that the courses of study offered will not be vocational training as such, they will be advanced education aimed at effective life in the community in which vocational competence is only one element. The general studies within T.C.A.E. will be an integral part of all courses conducted and adults will in no way be precluded from attending these courses if they meet the criterion for admission. It is not conceived, however, that work in general studies would necessarily be offered to students on a "single subject" basis, since there will be an integration of approach and subject matter over whole courses and the study of a single subject taken out of its full context would therefore be likely to be unsatisfactory.

The comment in para. 3.2 deducing results in C.A.E.'s from experience in universities is not well based. One of the significant differences between the two institutions is the approach to teaching and no such deduction can reasonably be drawn. Again the orientation of universities toward the study of a discipline in contrast to that of a college of advanced education toward the educating

of a student, using the discipline as a vehicle for that purpose, is a difference of great significance in this context. The problem of providing courses in general studies is the core of the whole approach for T.C.A.E. Undoubtedly the teachers who present this work will need to be of the highest quality and will need to be very well paid but so will all the staff of T.C.A.E. if it is to achieve its purpose.

With regard to para. 5, it is reasonable to assume that T.C.A.E. will share with all other educational institutions some of the burden for refresher and retraining programs. However, that share will be appropriate to the role of advanced education and most appropriately will relate to the competence of individuals in society generally and the knowledge, skills and attitudes necessary for such competence rather than specifically vocational information concerned with an individual discipline.

4. A Comment by Mr. D. L. Phillips, Superintendent (Educational), Department of Technical Education, Sydney, N.S.W.

My thanks for the preview of your background paper on the role of C.A.E.'s in Adult Education. I am happy to make a few comments, though what I have to say should of course be considered as personal opinions, not necessarily reflecting Departmental viewpoints.

In the same order as your paragraphs my comments are:—

1.1 The new tertiary institutions do and will reject the notion, implicit in your (quite reasonable) interpretation of the Martin Report, that they will cater for a group with abilities *below* university standards. The concept they would like to foster is one of differentness, not inferiority in level.
It is possible to argue for and against taking this stance, but inevitable no doubt that the new tertiary institutions should do so.

1.2 In New South Wales, the Institutes of Technology and Business Studies both offer courses which are essentially vocational in orientation. There is reluctance to risk a loss of vocational effectiveness by "dilution" with general education, especially in view of the heavy preponderance of part-time courses.
It is fair to point out here that, in this, their approach differs little from that of "professional" faculties in most Australian universities.

Both Institutes, however, are thinking and talking about the place of general studies in their curricula, and, in the science diploma in particular, the subject Social Perspectives of Technology might be thought of as a feeler or first draft. A new approach to the curriculum in Architecture has perhaps thrown rather more emphasis upon what is called Human Factors so that, apart from physiological and psychological factors of technical importance to the architect, architecture and the architect is set in a background of social history and in relation to current movements and personalities in sociology, art, etc. In Engineering and Building, there has been less development in this direction, though a new emphasis upon communication is apparent in the course designs.

In Commerce, there is now less emphasis upon Accounting techniques, more upon establishing a broad base in economics and behavioural science. This has always been the accepted approach in the Management Diploma course (but what place should physical science and technology have in business curricula?)

The "breadth" concept has not been rejected though attitudes vary in the various schools. It will not be easy, however, to arrive at a really satisfactory *integration* with vocational studies. It is easy enough to design courses which make provision for some ration of the "humanities" but much more difficult to show convincingly that they have achieved their aims. Faced with this area of uncertainties and imponderables, and conscious of the increasing pressure within vocational curricula, it is understandable that specialized institutions should at this stage concentrate on effectiveness in their special fields.

For educational and economic reasons, an increase in the full-time component in enrolments is to be expected and, as this happens, the issue of general studies is likely to become more prominent in their thinking.

2.1 As you say "vocational" diploma courses, especially the part-time variety, are designed to serve not only school leavers but also adults who wish to improve their occupational opportunities. At this stage, limitations in accommodation have required the use of a quota system for entry to Institutes' courses, but entrants include a significant proportion of persons who have had working experience since leaving school — for example, persons holding Technical Education Certificates at the technician level. Technological studies at the tertiary

level require a substantial foundation in cognate school subjects — for example, mathematics and science, so that adult entry will always present more problems than in say, Arts.

2.3 These unquestionably are seen as important functions of the
2.4 Institutes.

2.5 I agree. However, it is worth mentioning that for the Metropolitan area a quite comprehensive service of this kind has been offered for some years by the School of General Studies at Sydney Technical College. Using language laboratory techniques, the School offers "practical" (i.e. non-literary) courses in French, German, Spanish, Italian, Russian, Mandarin, Japanese, Indonesian, Thai, Vietnamese.

2.6 This idea has cropped up from time to time. It tends to raise a more general problem, i.e. what kinds of vocational courses are tertiary? Many suggestions for courses made by country persons, for example, while they might fit in an American Community College would not conform with conventional Australian ideas about tertiary education. Here I should perhaps make the point that it makes little sense for a CAE to provide, expensively, what is already available or what could effectively be offered by a technical college.

2.7 I have an open mind about how the "extension" and "adult" education activities of CAE's should be organised. My first reaction is that this will in part be a function of the size of the institution (but see 4.1).

2.8 There is a possibility of competition in the extension field — even perhaps overlapping with technical college activities, but I suspect this will not prove a serious problem — in moderation it may even be a good thing. Authorities supplying funds are not likely to tolerate blatant excursions from accepted spheres of activity.

2.9 I agree. See what I had to say about 2.1—2.2.I feel sure that the rural CAEs will be in agreement with your view, prepared and able to act accordingly.

3.1 Teacher education will be one function of the CAE at Bathurst (probably also at Wagga Wagga). This alone will require the existence of teaching resources in the humanities and social sciences, and will open up the possibility of courses in general studies and vocationally oriented courses with a base in these fields. (Similar developments will no doubt take place in the

metropolitan area, but the country CAEs will be the first places to look.) There is room for argument about the extent to which courses in this "general studies" area should be vocationally slanted. The products of CAEs need to be useful as well as informed citizens. How much, that is specifically vocational, needs to be included in the curriculum to achieve this? As a preparation for administration, is a broad base in the humanities and social sciences sufficient — (with the development of communication skills which these should imply?) Or should the student be introduced to Management techniques, e.g. accounting, computers? Should one teach journalism to future journalists? Or is a sound general education sufficient? Even if one accepts the extreme generalist position — some form of the "formal discipline" theory — it is important also to consider the attitudes of those who would be expected to employ the output of CAEs. I suspect, for example, that in many commercial fields employers who recruit graduates and diplomates would lean to narrower, more specifically vocational, courses. If this were in fact the prevailing view among employers, then however much the CAE might disagree it would be unwise, in its students' interests, to move too far, too quickly away — or if you like ahead — of this conception. Educational institutions must lead in thinking about and practice in education for vocations, but a leader must be in sight to be followed.

It is necessary, therefore, to assess the vision of those who might employ diplomates of CAEs and, if necessary work to improve it. CAEs will not have the prestige of universities to help them in gaining acceptance of innovations. They will need to depend more on their links with industry and the community — upon public relations if you will. They should listen to the views of practitioners and employers in the fields in which they provide training and take serious account of what they hear.

3.2 See my comments on 1.2. The situation in rural CAEs (and in similar institutions which might in the future emerge in the metropolitan area) could be somewhat different and more encouraging to those who accept the importance of breadth in tertiary eduction. Given their relatively small size (terminal enrolment c. 1,500—2,000) it is possible to have forms of academic organisation and procedures for curriculum development which are favourable to experiment.

3.3 See my comments on 3.1 and 3.2.

3.4 One hopes that such imaginative approaches will emerge.

3.5 and provide, inter alia, an element in the adult education programmes of CAEs.

4.1 Rural CAEs will have an obvious responsibility in this area of "general" adult education. Whether they will wish to make use of the experience and resources of University adult eduction departments will be primarily a matter for their governing bodies — but see my comments about competition (2.8). In the foreseeable future I would guess that the Institutes will be concerned only with vocational, diploma, post-diploma and perhaps extension courses, but eventually some general interest programmes on developments in scientific and technological fields might be offered to laymen.

4.2 It will be necessary for CAEs (Wagga Wagga in particular) to find means of providing instruction for students away from the campus in some of its diploma courses as well as extension and general adult courses.

Obviously, some administrative machinery will be necessary to organise this. Whether this should involve a special adult education section is a matter on which I have little basis for comment. I would not favour a special corps of teachers, though I do not think you imply this. The staff of a rural CAE should understand that they have a responsibility where appropriate to participate in the external and adult programmes of the institution.

4.3 True. It remains to be demonstrated. However, the rural CAEs as I conceive them should not be federations of a teachers' college with other elements, but integrated institutions one of the functions of which is teacher education. Their relatively small size will be an advantage here permitting forms of academic organisation and procedures in curriculum development favourable to inter-disciplinary collaboration, intellectual cross-fertilization and, one hopes, new and imaginative educational programmes.

Specific comments end. Looking back over them I seem to have written a good deal without saying much. If you wish to be charitable put it down in part to the awkward timing of your letter. I hope, however, that what I have said is in some small way helpful.

5. A Comment by Mr. J. McCusker, Secretary to the Committee, Commonwealth Advisory Committee on Advanced Education, Department of Education and Science, Canberra, N.S.W.

While I have discussed this with Dr. Wark and while we are in agreement about some of the broad comments which could be made, might I stress that these are in no way an official comment on the many points you raised. You will appreciate that in a field evolving as quickly as the field of the colleges, it is pretty hard to state an unequivocal committee or Commonwealth government position. You will appreciate too, that many of your comments are philosophical and we don't always have stated government policies in many of these areas.

In a sentence, the following should be taken as personal comments.

The theme of your paper relates to possible work in general education which colleges might do and their frankly vocational orientation. We could not quarrel with many of the points you have made about the role of the colleges for the further education and retraining of adults. Indeed we have recently asked all the colleges to examine their roles in this area so that we can build up a picture of the extent of their activities in this direction.

The question of general education in colleges of advanced education is a more difficult one. I personally do not believe that a vocationally-oriented programme need lack many facets of general education, but I believe the general education imparted must be made meaningful by being intelligently related to the vocation for which a student is being trained. Therefore I see two distinct problems — the problem of the colleges being in general education and producing something like a liberal arts diploma, which has been the subject of much contention, particularly in Victoria, and the other problem, which is closer to my heart, how, in training an engineer, you turn him out a broadly based citizen with real appreciation about how his profession relates to other professions and to the general community. In other words you would go about providing liberal influences for an engineer in a different way from the way in which you would liberalise someone in training to be a teacher. The liberal arts people may need liberalising through exposure to the sciences and vice-versa.

With that background I think the following comments on a few of the points made in your paragraphs might be useful.

1.1 Your last sentence seems to me to be a bit too general. There are three and four year diploma courses as well as three and four year degree courses starting from the same point in the educational ladder. I also feel you must take up the question of your high level technician, for whom the colleges may be the best training ground.

1.2 We have most certainly been very much aware of the degree granting question. We were equally aware of the diversity of nomenclature in the colleges and as evidence of this, on advice given some months ago by my Committee, the Minister established a committee of inquiry into this whole area of nomenclature of awards and standards and, in case you had missed this development, I enclose for your information the full text of the press release which did not get perhaps the publicity it deserved because the implications of such an inquiry are not easy to spell out in any way popular terms.

You will see in this what I consider to be a reasonable technique. There is clearly a problem and equally clearly the best way to tackle the problem is to have a decent inquiry into what is involved. I personally do not know how far Dr. Law would go along with your statement of his position and no doubt he will write to you on it.

I don't think you can expect the committee and my department to come out completely clear on the issue you quoted in brackets. At this early stage in the development of the colleges ex cathedra announcements could confuse rather than illumine.

2.2 I think course design can only be successful if the nature of the customer is well understood.

2.5 I agree with your point here that a study undertaken with vocational impetus may well become a study to be followed in its own right, and I think here you have picked a very good example.

3.1 What you are really saying here is that if, for vocational reasons, the colleges have staff which could play a role in general education of adults, this staff should be used for general education, but I would ask the question, whether this is simply a matter of making use in adult education of staff, say, with a deep knowledge of Australian history, to teach adults or whether, because you have the staff like this in a college, the college should make use of them by beginning its own adult education provisions. This I think is tail wagging the dog. Suitably qualified staff from the colleges might well

be used within existing adult education organisations, not based on colleges of advanced education.

3.2 This is the big question of whether the colleges are to be in the game of general education, that is education for its own sake. The parallel question is how far are the universities in the same game of education for the sake of education. *Putting the research aspects of the university to one side,* one wonders how many students doing a B.A. are not in fact doing the B.A. for vocational reasons. Maybe they are not as clear about their end vocation as are students on diploma courses in the colleges. I, myself, feel that as a first report, my Committee's statements on this question give more lead than you are inclined to give them credit for. There is great ferment in the States around these questions and I think it is reasonable that the thinking be spread a little and not necessarily concentrated in the thinking of a Commonwealth committee, but the Committee will in its next report, take a great deal of notice of developments in thinking since the first report was written.

3.5 and 3.6 taken together suggest, for reasons I cannot quite appreciate, that by the very nature of the colleges and their staffing that some form of adult education would be possible, which the present, on the whole, university based adult education is unable to offer. Is this because the present adult education services are intended more for the academically minded adult, and there is a place in terms of services to the community for studies not so academically based? If this is true, why haven't the present adult education authorities done something to meet, what you say, is a need?

You may have gathered that I have found commenting on your paper very difficult. I am glad you have essayed the difficult task of crystal ball gazing into this untouched area, and I would be happy to join your group for the appropriate period during your next discussions to learn more about the thinking going on. I spoke earlier about ex cathedra statements and I think you will be interested to know that my Committee is making a very serious effort to find out what some of our best people in Australia are thinking about a number of problems. We have establisehed for instance, a Research and Investigation Sub-Committee, a Library Sub-Committee and a Sub-Committee on Computers. Our next report, we hope, will rest on a great deal of thinking being done not only by the Committee itself, but by a spread of good people whom we are inviting to help us in these areas. Your group is obviously one such source of help.

6. A Comment by Dr. H. S. Williams, Director, The Western Australian Institute of Technology, Perth.

First let me say that *in broad terms I agree most heartily* with the general viewpoints you have expressed in your syndicate background paper. There are perhaps only two or three points on which I would like to make comment.

Firstly, on the matter of foreign languages I would point out that in its Department of General Studies, this Institute already offers a Diploma in Applied Linguistics and an Associateship in Asian Studies, both of which are built around a thorough working knowledge of an Asian language. There is, of course, no reason why students should not go on to do related courses at the University if they wish and the University is prepared to accept. However, my point is that the courses are quite substantial ones which would be complete within themselves for many students.

The Department of General Studies is in fact quite relevant to a good deal of your subsequent discussion. This Department currently deals with English, Social Studies and Asian languages. It is hoped to begin some work in practical drama at a quite exploratory level in the first instance.

My second point would be on your emphasis on forming separate departments related to adult refresher education and adult general education. To me it seems possible that these should be integral parts of the responsibility of each department within its own area. This is, of course, facilitated by the general history of institutions such as this which as part of technical education have been accustomed to meeting many aspects of the education of adults as a normal part of their working programme. I agree it may be necessary to have someone nominated somewhere as a stimulator or a co-ordinator of these particular programmes but I think that the department should see them generally as their responsibilities and not someone else's. This approach, I believe, already evident in this Institute.

Thirdly, I think the CAEs should stick to their own last and not attempt to become general purveyors of adult education. In this State there has been a very profitable relationship between the Adult Education Board and the Technical Education Division, with the result that the Technical Education Division, which operates evening technical centres in practically every High School in the

State, is becoming the general purveyor of adult education below the level of the normal operations of the Institute which in this State is confined to advanced education courses. I can see that the CAEs can appropriately offer some adult education other than that of the vocational nature. However, any such courses should in my view be at the tertiary level and backed by the special expertise of the staff of the college. The CAEs may assist some more general provider such as the Technical Education Division in this State which has the advantage of many more "outlets" than the CAEs which must inevitably be few in number, relatively speaking, in any State. Certainly I believe there must be a high degree of co-operation and co-ordination among all parties operating in this field and I believe we have reasonably achieved this to date in Western Australia.

ERIC Clearinghouse
OCT 7 1969
on Adult Education

Wholly set up and printed by North Sydney Printing Pty. Ltd.

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